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AUTHOR	Lovelace, Bill E.; LaBrecque, Suzanne V.
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ABSTRACT

One part of a five-phase study was conducted to develop a database that identifies the professional improvement needs of postsecondary health occupations educators as expressed by individuals responding to a survey and to disseminate the findings of the needs assessment to the coordinators/directors of local institutions for planning faculty development. Information was gathered through a review of literature that identified competencies/tasks performed by individuals employed as health occupations instructors. These tasks were then validated by practitioners at four Texas colleges. A needs assessment was conducted by mailing questionnaires to coordinators/directors of faculty development asking for the present and desired levels of development of their health occupations instructors for 106 task/competency statements. Biographical information also was collected. The study found that 49 percent of the 673 responding faculty had not completed a professional development course in technical/vocational education, and 51 percent felt that development efforts in their institutions were inadequate. The respondents indicated a need for professional development in all 106 competency/task statements on the questionnaire, with the most pressing needs related to program planning, development, and evaluation. Recommendations were made to develop more extensive professional development programs for postsecondary health occupations instructors. (Appendixes include a job inventory survey and the needs assessment questionnaire.) (KC)

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PROFESSIONAL IMPROVEMENT ASSESSMENT PROJECT

SUMMARY REPORT OF PROFESSIONAL IMPROVEMENT NEEDS OF

FACULTY OF POSTSECONDARY HEALTH OCCUPATIONS PROGRAMS

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Suzanne V. LaBrecque

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Project Staff:	Dr. Suzanne V. LaBrecque, Administrator Dr. Bill E. Lovelace, Project Director Sherry Shelby, Research Assistant School of Human Resource Management University of North Texas Denton, Texas
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I. INTRODUCTION

Background

This summary report is one of five summary reports generated by the Professional Improvement Assessment project. The Professional Improvement Assessment project was conducted by the University of North Texas. The University of North Texas was the successful bidder for the Coordinating Board's RFP:

> 1300-B, an assessment of current institutional policies and activities with respect to funding and other support of faculty development, and development of case studies of effective models for dissemination to encourage implementation of effective practices and/or workshops.

The objectives of the approved project were:

A. Conduct an assessment of technical/vocational faculty and staff (administrators, counselors) professional development activities currently being conducted by Texas community/junior colleges and technical institutes.

B. Prepare and disseminate the results of the assessments.

C. Evaluate the project in terms of project installation, process, and products.

Statement of the Problem

The major purpose of this phase of the study was to develop a database that identified the professional improvement needs of postsecondary technical/vocational personnel as expressed by individuals responding to the survey. Two anticipated results of the project were:

1. The establishment of a database that could be used by staff of the Community College and Technical Institutes Division of the

Coordinating Board in making management decisions to improve, modernize, and develop a higher quality of statewide postsecondary technical/vocational professional improvement activities; and

2. Disseminate the findings of the needs assessment to the coordinator/directors of local institutional plans for faculty development.

Significance of the Study

The identification of the professional improvement needs of postsecondary technical/vocational personnel is essential for the well-being of both students and instructors. Preparation and professional improvement activities conducted by teacher education institutions for technical and vocational personnel have, in the past, been directed almost exclusively at the secondary level. Teacher education institutions have addressed very well the preparation and professional improvement of faculty for general and academic areas of postsecondary education. It is projected, that as long as subject mastery for technical/vocational programs is best achieved by work experience, the professional education for postsecondary technical/vocational instructors will continue to be provided through inservice professional improvement activities.

Therefore, a critical void of professional preparation/improvement exists for postsecondary technical/vocational personnel. Primarily this void is the lack of identified professional competencies being developed through organized courses by teacher education institutions.

Further, it is essential that the individual's (instructor, career counselor, administrator) own perception of professional improvement needs become the basis for the instructional content of any professional improvement activity or organized course.

II. PROCEDURES

One of the major tasks performed in the achievement of objective "A" was to conduct a statewide assessment of professional development needs of full-time postsecondary technical/vocational administrators, health occupations instructors, and career counselors.

The project staff conducted a review of the literature to identify competencies/ tasks performed by individuals employed in three technical/vocational positions specified above. The three lists of competency/task statements and a draft of a format for validating the competency/task statements was submitted to the project advisory committee for review and approval or recommendations for approval. The format "Job Inventory Survey" for validating competencies/tasks of incumbent workers and the task/competency statements were approved by the advisory committee members. A copy of the job inventory survey is presented in Appendix A.

The statements on the job inventory survey were validated by practitioners at TSTI-Waco, Texas Southmost College, South Plains College, and College of the Mainland.

The statements which were validated at the four postsecondary institutions were then placed on the three professional improvement needs assessment questionnaires. The format for the professional improvement needs assessment questionnaire was approved by the project advisory committee on July 25, 1990. A copy of the needs assessment questionnaire for Postsecondary Health Occupations Faculty is presented in Appendix B.

The needs assessment was conducted by mailing the questionnaires to the coordinator/director of the institutional plan for faculty development. The coordinator/director distributed and collected the questionnaires on their respective campus. Individuals responding to the questionnaires completed the survey form and returned it to the coordinator/director in a sealed envelope. The coordinator/director mailed the completed questionnaires to the University of North Texas for analysis and reporting. A complete description of the procedures for conducting the project is printed in the Final Report sent to the Coordinating Board. Other summary reports resulting from this project are:

- Summary Report of the Professional Improvement Needs of Administrators of Postsecondary Technical/Vocational Education;
- Summary Report of the Professional Improvement Needs of Postsecondary Career Counselors;
- A Compilation of Reported Professional Development Activities and Effective Models of Faculty Development for Postsecondary Technical/Vocational Personnel; and
- Summary Report of Policies/Procedures of Postsecondary Institutional Plans For Faculty Development.

III. PRESENTATION OF FINDINGS

The findings of the professional development needs assessment is presented under the headings of biographical information and professional development needs. In most cases the findings are presented in terms of the percent of individuals responding to a question or statement. Only whole numbers were used in the tabulations, therefore the total of responses will not necessarily equal to 100 percent.

Biographical Information

Biographical information about the respondents was collected in the areas of educational attainment, employment experience, professional improvement, and perception of local institutional faculty development activities. For the purpose of this assessment, faculty of postsecondary health occupations programs includes all faculty who teach in the fields of health science or health programs. The compilations of the biographical data reported for the health occupations program faculty is presented in Table 1.

It was found that fifty-seven percent of the responding health occupations faculty had attained a master's degree and five percent had earned a doctorate. Only nine percent of the health occupations faculty had taught a vocational subject at the secondary level. Twenty-three percent had one or more years of teaching an academic course at the postsecondary level.

It was observed that twenty-three percent of the responding faculty had administrative or supervisory experience at the postsecondary level.

TABLE 1

Biographical Information
of
Faculty of Postsecondary
Health Occupations Programs

Highest level of educational attainment	Percent of Respondents
High School/GED	____%
Technical Diploma	6 %
Associate Degree	7 %
Bachelor's Degree	24 %
Master's Degree	57 %
Doctorate	5 %

Secondary Teaching Experience

Teaching Academic Subjects		Teaching Vocational Subjects	
No. of Years	Percent of Respondents	No. of Years	Percent of Respondents
1 - 5	3 %	1 - 5	5 %
6 - 10	0 %	6 - 10	1 %
11 or more	1 %	11 or more	3 %

Postsecondary Teaching Experience

Teaching Academic Subjects		Teaching Technical/Vocational Subjects	
No. of Years	Percent of Respondents	No. of Years	Percent of Respondents
1 - 5	8 %	1 - 5	49 %
6 - 10	7 %	6 - 10	28 %
11 or more	8 %	11 or more	13 %

TABLE 1 (cont.)

Administrator/Supervisor Experience

	Secondary		Postsecondary
1 - 5	0 %	1 - 5	10 %
6 - 10	2 %	6 - 10	6 %
11 or more	0 %	11 or more	7 %

Employment Outside of Education

No. of Years of employment experience	Respondents employed by business, industry, or government	Respondents having experience through self employment
1 - 5	22 %	6 %
6 - 10	27 %	2 %
11 or more	42 %	2 %

Respondents presently pursuing a degree

Bachelor's 9 % Master's 12 % Doctorate 7 %

Respondents completing professional vocational teacher education courses

No courses	49 %	7 - 9 courses	5 %
1 - 3 courses	28 %	10 - 15 courses	2 %
4 - 6 courses	13 %	More than 15 courses	3 %

TABLE 1 (cont.)

Respondents completing professional vocational teacher education during the past two years

None 78 % 1 course 7 % 2 courses 5 %

3 courses 4 % 4 or more courses 5 %

Are technical/vocational faculty (includes administrators and career counselors) at your institution required to participate in professional improvement activities?

74 % Yes 26 % No

Do you feel that the present in-service staff development efforts in your institution are adequate?

49 % Yes 51 % No

Are faculty in your institution provided useful assistance in developing a personalized plan for professional development?

46 % Yes 54 % No

Ninety-nine percent of the responding health occupations faculty had wage earning experience outside of the field of education.

It was found that fifty-one percent of the responding faculty had completed one or more professional vocational teacher education courses. Of the fifty-one percent who had completed vocational teacher education courses, seventy-eight percent had not completed any of the courses during the last two years.

Forty-nine percent of the respondents felt that the present in-service staff development efforts of their institution was adequate. Only forty-six percent of the respondents felt that the institutions had provided them with useful assistance in developing a personalized plan for professional development.

Professional Development Needs

The priorities for the professional development needs of the health occupations faculty are presented in Table 2. The 106 competency/task statements are listed in a descending rank order according to the adjusted need index. The upper quartile of the ranked professional development needs of the health occupations faculty ranged from an adjusted need index of 6.50 to 8.55. The lowest adjusted need index for the 106 statements was 2.50.

In the upper quartile of the competency/task statements, seven of the statements were in the professional development category "A: Program Planning, Development, and Evaluation." Six of the statements in the upper quartile of the ranked need were in the professional development category "G: School-Community Relations."

TABLE 2

PROFESSIONAL DEVELOPMENT NEEDS OF HEALTH OCCUPATIONS FACULTY

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
A14	129	Plan and Implement 2+2 (+2) Programs	8.55
G6	104	Arrange for Television and Radio Presentations Concerning Your Technical/Vocational Program	7.85
J6	60	Develop the Training Ability of On-the-Job Instructors	7.65
G1	138	Develop a School-Community Relations Plan for Your Technical/Vocational Program	7.30
E3	182	Arrange for Improvement of Your Technical/Vocational Facilities	7.15
A7	126	Develop an Occupational Analysis	7.10
G5	138	Prepare News Releases and Articles Concerning Your Technical/Vocational Program	6.80
C14	290	Provide Instruction for Slower and More Capable Learners	6.70
E1	237	Project Instructional Resource Needs	6.60
A9	230	Develop Long-Range Program Plans	6.55
E2	169	Manage Your Budgeting and Reporting Responsibilities	6.50
H4	117	Assist Student Technical/Vocational Organization Members in Developing and Financing a Yearly Program of Activities	6.50
C3	255	Employ Brainstorming, Buzz Group, and Question Box Techniques	6.45
G3	165	Develop Brochures to Promote Your Technical/Vocational Program	6.35
G4	160	Prepare Displays to Promote Your Technical/Vocational Program	6.30
A5	136	Maintain an Occupational Analysis	6.25
C9	166	Employ the Project Method	6.25
H3	161	Prepare Student Technical/Vocational Organization Members for Leadership Roles	6.25

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS OF
HEALTH OCCUPATIONS FACULTY

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
J1	119	Establish Guidelines for Your Cooperative Technical/Vocational Program	6.20
A1	146	Prepare for a Community Survey	6.15
E4	266	Maintain a Filing System	6.15
J7	66	Coordinate On-the-Job Instruction	6.15
A2	135	Conduct a Community Survey	6.10
G9	188	Work with State and Local Educators	6.10
A12	255	Plan to Implement Competency-Based Instruction	6.05
A10	210	Conduct a Student Follow-Up Study	6.00
F1	195	Gather Student Data Using Formal Data-Collection Techniques	5.95
E7	296	Assist Students in Developing Self-Disipline	5.90
D3	309	Assess Student Performance: Attitudes	5.80
G10	242	Obtain Feedback about Your Technical/Vocational Program	5.80
G2	229	Give Presentations to Promote Your Technical/Vocational Program	5.80
C21	207	Prepare Bulletin Boards and Exhibits	5.75
C28	220	Employ Programmed Instruction	5.70
A3	136	Report the Findings of a Community Survey	5.65
C2	273	Conduct Group Discussions, Panel Discussions, and Symposiums	5.60
H2	143	Establish a Student Technical/Vocational Organization	5.55
J2	55	Mange the Attendance, Transfers, and Terminations of Co-op Students	5.55
C30	279	Implement Competency-Based Instruction	5.50
H6	120	Guide Participation in Student Technical/Vocational Organization Contests	5.45

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS OF
HEALTH OCCUPATIONS FACULTY

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
A11	273	Evaluate Your Technical/Vocational Program	5.40
J3	52	Enroll Students in Your Co-Op Program	5.40
C4	259	Direct Students in Instructing Other Students	5.35
C8	307	Direct Students in Applying Problem-Solving Techniques	5.35
I8	100	Supervise Student Teachers	5.30
J4	54	Secure Training Stations for Your Co-op Program	5.30
A8	269	Develop a Course of Study	5.25
B7	273	Prepare Materials for Integrating Basic Skills Into Occupational Instruction	5.25
C18	296	Individualize Instruction	5.20
B1	303	Determine Needs and Interests of Students	5.15
H5	144	Supervise Activities of the Student Technical/Vocational Organization	5.15
I7	140	Plan the Student Teaching Experience	5.10
B6	304	Prepare Teacher-Made Instructional Materials	5.05
A6	285	Develop Program Goals and Objectives	5.00
J5	45	Place Co-op Students on the Job	5.00
C15	276	Present an Illustrated Talk	4.95
E10	240	Maintain Student Competency Profiles	4.90
J8	57	Evaluate Co-Op Students' On-the-Job Performance	4.90
D7	186	Recommend Potential Staff to the Administration and Board	4.85
F2	224	Gather Student Data Through Personal Contacts	4.75
A13	234	Plan for the Integration of Basic Skills with Occupational Instruction	4.70
A4	156	Organize an Occupational Advisory Committee	4.70
C13	307	Employ Reinforcement Techniques	4.70

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS OF
HEALTH OCCUPATIONS FACULTY

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
C19	258	Employ the Team Teaching Approach	4.60
C22	275	Present Information with Models, Real Objects, and Flannel Boards	4.60
C5	308	Employ Simulation Techniques	4.60
C6	297	Guide Student Study	4.60
D1	304	Establish Student Performance Criteria	4.60
C12	305	Employ Oral Questioning Techniques	4.55
G7	156	Conduct an Open House	4.50
I2	285	Serve Your Teaching Profession	4.50
B2	306	Develop Student Performance Ojectives	4.45
C17	302	Demonstrate a Concept or Principle	4.35
C26	246	Present Information with Audio Recording	4.35
F3	295	Use Conferences to Help Student Needs	4.35
H1	217	Develop a Personal Philosophy Concerning Student Technical/Vocational Organization	4.30
G8	243	Work with Members of the Community	4.25
D6	304	Assessment of Student's Mastery of Occupational Competencies	4.20
C20	264	Use Subject Matter Experts to Present Information	4.10
D2	315	Assess Student Performance: Knowledge	4.10
F4	276	Provide Information on Educational and Career Opportunities	4.10
I1	306	Keep Up-to-Date Professional	4.05
I4	281	Serve the School and Community	4.05
C29	280	Present Information with the Chalkboard and Flip Chart	4.00
I6	161	Provide Laboratory Experiences for Prospective Teaching	4.00

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS OF
HEALTH OCCUPATIONS FACULTY

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
B5	309	Select Student Instructional Materials	3.95
F5	256	Assist Students in Applying for Employment or Further Education	3.95
E8	234	Organize the Technical/Vocational Laboratory	3.90
E9	223	Manage the Technical/Vocational Laboratory	3.90
I3	282	Develop an Active Personal Philosophy of Education	3.90
B3	300	Develop a Unit of Instruction	3.85
C11	303	Summarize a Lesson	3.85
C23	306	Present Information with Overhead and Opaque Materials	3.85
C27	301	Present Information with Televised and Videotaped Materials	3.70
C10	302	Introduce a Lesson	3.60
C16	290	Demonstrate a Manipulative Skill	3.60
C7	309	Direct Student Laboratory Experience	3.60
B4	302	Develop a Lesson Plan	3.55
A15	162	Implement Local Board and Administration Policies	3.50
C24	299	Present Information with Filmstrips and Slides	3.50
D4	312	Assess Student Performance: Skills	3.45
C25	279	Present Information with Films	3.30
C1	214	Direct Field Trips	3.20
E5	282	Provide for Student Safety	3.20
I5	244	Obtain a Suitable Teaching Position	3.00
E6	226	Provide for the First Aid Needs of Students	2.90
D5	310	Determine Student Grades	2.40

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The data for this phase of the study were obtained from faculty of health occupations of Texas public two-year postsecondary institutions. The health occupations instructors were surveyed to determine their present level of development and their desired level of development for 106 task/competency statements. The questionnaire used in conducting the professional needs assessment also obtained biographical data of the respondents. Data was collected in the areas of educational attainment, experience, professional improvement, and satisfaction with local institutional staff development activities.

It was found that nine percent of the responding faculty had previously been employed as an instructor for a secondary technical/vocational program. Ninety-one percent of the faculty had wage earning experience in business, industry, or government. Seven percent of the respondents were pursuing a doctorate.

Forty-nine percent of the responding faculty had not completed a professional development course in technical/vocational education. Three percent of the respondents had completed fifteen or more professional vocational (technical/vocational) education courses. Seventy-eight percent of the responding faculty had not completed a professional vocational teacher education course during the past two years.

In replying to the question, "Do you feel that the present in-service staff development efforts in your institution are adequate?", fifty-one percent of the respondents (N=343) replied with a "No". Also, fifty-four percent of the respondents (N=349) felt that the institution did not provide useful assistance in developing a

personalized plan for professional development.

The respondents to the professional development needs assessment questionnaire indicated a need for professional development for every one of the 106 competency/task statements on the questionnaire.

Conclusions

A number of conclusions may be drawn from the findings of this study. The considered judgement of the respondents regarding their perception of their present level and desired level of development is an effective approach for identifying the professional development needs of current administrators of postsecondary technical/vocational education programs. The biographical data compiled provides a profile of the respondents' educational attainment, experience, and perception of institutional effectiveness as related to faculty development. Following are specific conclusions resulting from this endeavor.

1. The professional needs assessment questionnaire was a satisfactory method of securing data to be used in management decisions for priority personnel development activities at both the state and local levels.
2. The responses indicated that there was a desire by all of the respondents for professional development in order to carry out the mission of the institution and achieve the objectives of postsecondary technical/vocational education.

3. The ranking of the competency/task statements in descending order by need index provides an appropriate database for the development of preservice and inservice professional development activities for administrators of postsecondary technical/vocational education.

4. The development and implementation of professional development activities based on the assessed needs can improve the ability of administrators of postsecondary technical/vocational education to meet the needs of special populations as defined in PL 101-392 (Carl Perkins II).

5. The effectiveness of most two-year postsecondary institutions in the area of faculty development can be increased by state-wide personnel development activities which address the identified professional development needs of the postsecondary administrators.

Recommendations

The following recommendations are listed for consideration of the Texas Higher Education Coordinating Board and the Texas State Board for Vocational Education.

1. Since all of the 106 competency/task statements were selected by the respondents as statements for which professional development was desired, it is recommended that the funds available to the state under the provisions of PL 101-392 be used to develop and

conduct professional development on a statewide basis for postsecondary faculty of health occupations programs.

2. Vocational teacher education institutions should be encouraged through funded projects to develop, using the 106 competencies on the list of ranked professional needs, and conduct graduate courses for practicing faculty and potential faculty of postsecondary health occupations programs.

3. Staff of the Texas Higher Education Coordinating Board should use the list of identified professional development needs in rank order to design and fund requests for proposals for the professional development of faculty of postsecondary technical/vocational education programs, services, and activities.

4. Finally, it is recommended that a similar assessment of the professional development needs of instructors of all postsecondary technical/vocational programs be completed next year.

APPENDICES

APPENDIX A

JOB INVENTORY SURVEY

What is the name of the Program/Division/Department for which you are serving as an instructor? _____

JOB INVENTORY

Postsecondary Technical/Vocational Instructor's Task List		Page 1 of 11
The task you perform now (√) In the "Time Spent" column, rate only those tasks you have checked (√) in your present assignment 1. Check (√) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (√) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (√)	Check √ IP DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category A: Program Planning, Development, and Evaluation		
A-1 Prepare for a Community Survey	_____	_____
A-2 Conduct a Community Survey	_____	_____
A-3 Report the Findings of a Community Survey	_____	_____
A-4 Organize an Occupational Advisory Committee	_____	_____
A-5 Maintain an Occupational Analysis	_____	_____
A-6 Develop Program Goals and Objectives	_____	_____
A-7 Develop an Occupational Analysis	_____	_____
A-8 Develop a Course of Study	_____	_____
A-9 Develop Long-Range Program Plans	_____	_____
A-10 Conduct a Student Follow-Up Study	_____	_____
A-11 Evaluate Your Technical/Vocational Program	_____	_____
A-12 Plan to Implement Competency-Based Instruction	_____	_____
A-13 Plan for the Integration of Basic Skills with Occupational Instruction	_____	_____
A-14 Plan and Implement 2+2 (+2) Programs	_____	_____

Postsecondary Technical/Vocational Instructor's Task List		Page 2 of 11
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category B: Instructional Planning		
B-1 Determine Needs and Interests of Students		
B-2 Develop Student Performance Objectives		
B-3 Develop a Unit of Instruction		
B-4 Develop a Lesson Plan		
B-5 Select Student Instructional Materials		
B-6 Prepare Teacher-Made Instructional Materials		
B-7 Prepare Materials for Integrating Basic Skills Into Occupational Instruction		
Category C: Instructional Execution		
C-1 Direct Field Trips		
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums		
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques		
C-4 Direct Students in Instructing Other Students		
C-5 Employ Simulation Techniques		
C-6 Guide Student Study		

Postsecondary Technical/Vocational Instructor's Task List		Page 3 of 11
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category C: Instructional Execution (continued)		
C-7 Direct Student Laboratory Experience		
C-8 Direct Students in Applying Problem-Solving Techniques		
C-9 Employ the Project Method		
C-10 Introduce a Lesson		
C-11 Summarize a Lesson		
C-12 Employ Oral Questioning Techniques		
C-13 Employ Reinforcement Techniques		
C-14 Provide Instruction for Slower and more Capable Learners		
C-15 Present an Illustrated Talk		
C-16 Demonstrate a Manipulative Skill		
C-17 Demonstrate a Concept or Principle		
C-18 Individualize Instruction		
C-19 Employ the Team Teaching Approach		
C-20 Use Subject Matter Experts to Present Information		
C-21 Prepare Bulletin Boards and Exhibits		

Postsecondary Technical/Vocational Instructor's Task List		Page 4 of 11
The task you perform now (√) In the "Time Spent" column, rate only those tasks you have checked (√) in your present assignment 1. Check (√) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (√) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (√)	Check √ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category C: Instructional Execution (continued)		
C-22 Present Information with Models, Real Objects, and Flannel Boards		
C-23 Present Information with Overhead and Opaque Materials		
C-24 Present Information with Filmstrips and Slides		
C-25 Present Information with Films		
C-26 Present Information with Audio Recording		
C-27 Present Information with Televised and Videotaped Materials		
C-28 Employ Programmed Instruction		
C-29 Present Information with the Chalkboard and Flip Chart		
C-30 Implement Competency-Based Instruction		
Category D: Instructional Evaluation		
D-1 Establish Student Performance Criteria		
D-2 Assess Student Performance: Knowledge		
D-3 Assess Student Performance: Attitudes		
D-4 Assess Student Performance: Skills		
D-5 Determine Student Grades		

Postsecondary Technical/Vocational Instructor's Task List		Page 5 of 11
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category D: Instructional Evaluation (continued)		
D-6 Assess Student's Mastery of Occupational Competencies	____	____
D-7 Evaluate Your Instructional Effectiveness	____	____
Category E: Instructional Management		
E-1 Project Instructional Resource Needs	____	____
E-2 Manage Your Budgeting and Reporting Responsibilities	____	____
E-3 Arrange for Improvement of Your Technical/Vocational Facilities	____	____
E-4 Maintain a Filing System	____	____
E-5 Provide for Student Safety	____	____
E-6 Provide for the First Aid Needs of Students	____	____
E-7 Assist Students in Developing Self-Discipline	____	____
E-8 Organize the Technical/Vocational Laboratory	____	____
E-9 Manage the Technical/Vocational Laboratory	____	____
E-10 Maintain Student Competency Profiles	____	____

Postsecondary Technical/Vocational Instructor's Task List		Page 6 of 11
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category F: Guidance		
F-1 Gather Student Data Using Formal Data-Collection Techniques		
F-2 Gather Student Data Through Personal Contacts		
F-3 Use Conferences to Help Meet Student Needs		
F-4 Provide Information on Educational and Career Opportunities		
F-5 Assist Students in Applying for Employment or Further Education		
Category G: School-Community Relations		
G-1 Develop a School-Community Relations Plan for Your Technical/Vocational Program		
G-2 Give Presentations to promote Your Technical/ Vocational Program		
G-3 Develop Brochures to Promote Your Technical/ Vocational Program		
G-4 Prepare Displays to Promote Your Technical/ Vocational Program		
G-5 Prepare News Releases and Articles Concerning Your Technical/Vocational Program		
G-6 Arrange for Television and Radio Presentations Concerning Your Technical/Vocational Program		

Postsecondary Technical/Vocational Instructor's Task List		Page 7 of 11
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category G: School-Community Relations (continued)		
G-7 Conduct an Open House	____	____
G-8 Work with Members of the Community	____	____
G-9 Work with State and Local Educators	____	____
G-10 Obtain Feedback about Your Technical/ Vocational Program	____	____
Category H: Student Vocational Organization		
H-1 Develop a Personal Philosophy Concerning Student Technical/Vocational Organization	____	____
H-2 Establish a Student Technical/Vocational Organization	____	____
H-3 Prepare Student Technical/Vocational Organization Members for Leadership Roles	____	____
H-4 Assist Student Technical/Vocational Organization Members in Developing and Financing a Yearly Program of Activities	____	____
H-5 Supervise Activities of the Student Technical/ Vocational Organization	____	____
H-6 Guide Participation in Student Technical/Vocational Organization Contests	____	____

Postsecondary Technical/Vocational Instructor's Task List		Page 8 of 11
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category I: Professional Role and Development		
I-1 Keep Up-to-Date Professionally		
I-2 Serve Your Teaching Profession		
I-3 Develop an Active Personal Philosophy of Education		
I-4 Serve the School and Community		
I-5 Obtain a Suitable Teaching Position		
I-6 Provide Laboratory Experiences for Prospective Teaching		
I-7 Plan the Student Teaching Experience		
I-8 Supervise Student Teachers		
Category J: Coordination of Cooperative Education		
J-1 Establish Guidelines for Your Cooperative Technical/ Vocational Program		
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students		
J-3 Enroll Students in Your Co-Op Program		
J-4 Secure Training Stations for Your Co-Op Program		

Postsecondary Technical/Vocational Instructor's Task List		Page 9 of 11
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category I: Coordination of Cooperative Education (continued)		
J-5 Place Co-Op Students on the Job		
J-6 Develop the Training Ability of On-the-Job Instructors		
J-7 Coordinate On-the-Job Instruction		
J-8 Evaluate Co-Op Students' On-the-Job Performance		
J-9 Prepare for Students' Related Instruction		
J-10 Supervise an Employer-Employee Appreciation Event		

If there are tasks/competencies which you perform in your present assignment that have not been listed on this survey forms space has been provided on the following pages for you to list those tasks.

Postsecondary Technical/Vocational Instructor's Task List	Page 10 of 11
First, write in all tasks that you perform that were not listed on the previous pages. Second, use the numbers "1" through "7" to indicate the amount of time you spent on each task which you have written in below.	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average

Postsecondary Technical/Vocational Instructor's Task List	Page 11 of 11
First, write in all tasks that you perform that were not listed on the previous pages. Second, use the numbers "1" through "7" to indicate the amount of time you spent on each task which you have written in below. After you have completed the first and and second steps, write in any tasks not previously listed (on the survey or by you) that you feel a person in your position should perform to improve technical/vocational education.	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average

APPENDIX B

PROFESSIONAL IMPROVEMENT NEEDS ASSESSMENT QUESTIONNAIRE FOR POSTSECONDARY HEALTH OCCUPATIONS FACULTY

PROFESSIONAL IMPROVEMENT NEEDS
ASSESSMENT QUESTIONNAIRE FOR POSTSECONDARY
TECHNICAL/VOCATIONAL INSTRUCTORS OF
HEALTH OCCUPATIONS PROGRAMS

BACKGROUND INFORMATION

1. Position:

What is the title of your present position?

_____

2. Education:

a. Please check (✓) your highest level of educational attainment.

High School/GED ___ Technical Diploma ___ Associate's Degree ___

Bachelor's ___ Master's ___ Doctorate ___

b. Major or emphasis of degree: Bachelor's _____

Master's _____ Doctorate _____

3. Experience:

a. Please check (✓) the statement that best describes your employment in education.

a-1. Secondary teacher

Academic	No. of Years	Technical/ Vocational
___	1 - 5	_____
___	6 - 10	_____
___	11 or more	_____

a-2. Postsecondary instructor

Academic	No. of Years	Technical/ Vocational
___	1 - 5	_____
___	6 - 10	_____
___	11 or more	_____

Administrator/Supervisor

a-3. Secondary	No. of Years	a-4. Postsecondary
_____	1 - 5	_____
_____	6 - 10	_____
_____	11 or more	_____

Other: (specify position and years employed):

_____

_____

_____

b. Please check (✓) the statement that best describes your previous employment outside the field of education.

b-1. Employed by Business, Industry or Government (include military)	No. of Years	b-2. Self Employed
_____	1 - 5	_____
_____	6 - 10	_____
_____	11 or more	_____

4. Please list a maximum of six college courses which you feel especially prepared you for your present position.

_____ _____

_____ _____

_____ _____

5. What college courses have you completed or workshops you have attended since being employed in your present position that have been most beneficial to you in carrying out your assigned responsibilities? (Do not list more than six).

_____ _____

_____ _____

_____ _____

6. If you are presently working on a degree please check (✓) the degree on which you working.

Bachelor's ___ Master's ___ Doctorate ___

7. If you are not presently pursuing a degree, but you do plan or desire to pursue a higher degree, please place a check (✓) in the blank by the degree you desire to obtain.

Bachelor's ___ Master's ___ Doctorate ___

8. How many <u>professional vocational teacher</u> education courses have you completed and for which you have earned college credit? (Example: Methods of teaching vocational education; Curriculum Development; Administration/Supervision of Vocational Education; Career Counseling; Career Aptitude testing). Do not include subject content or technical courses!

Please check (✓) the most appropriate answer.

___ None ___ 7 - 9 courses

___ 1 - 3 courses ___ 10 - 15 courses

___ 4 - 6 courses ___ More than 16 courses

9. How many of the courses which you checked (✓) in response to question 8 have you completed during the past two years?

___ None ___ 1 course ___ 2 courses ___ 3 courses

___ 4 or more courses

10. Are technical/vocational faculty (includes administrators and career counselors) at your institution required to participate in professional improvement activities?

___ Yes ___ No

11. Do you feel that the present in-service staff development efforts in your institution are adequate? ___ Yes ___ No

12. Are faculty in your institution provided useful assistance in developing a personalized plan for professional improvement? ___ Yes ___ No

PROFESSIONAL NEEDS ASSESSMENT
OF POSTSECONDARY TECHNICAL/VOCATIONAL INSTRUCTORS
HEALTH OCCUPATIONS PROGRAMS

Applicable		Task/Competency Statement	Present level of competency	Desired level of competency
Yes	No		Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
		Examples:		
Y	N	a. Establish school admission requirements	1 2 3 4 5	1 2 3 4 5
Y	N	b. Plan 2+2 programs	1 2 3 4 5	1 2 3 4 5
		Category A: Program Planning, Development, and Evaluation		
Y	N	A-1 Prepare for a Community Survey	1 2 3 4 5	1 2 3 4 5
Y	N	A-2 Conduct a Community Survey	1 2 3 4 5	1 2 3 4 5
Y	N	A-3 Report the Findings of a Community Survey	1 2 3 4 5	1 2 3 4 5
Y	N	A-4 Organize an Occupational Advisory Committee	1 2 3 4 5	1 2 3 4 5
Y	N	A-5 Maintain an Occupational Analysis	1 2 3 4 5	1 2 3 4 5
Y	N	A-6 Develop Program Goals and Objectives	1 2 3 4 5	1 2 3 4 5
Y	N	A-7 Develop an Occupational Analysis	1 2 3 4 5	1 2 3 4 5
Y	N	A-8 Develop a Course of Study	1 2 3 4 5	1 2 3 4 5
Y	N	A-9 Develop Long-Range Program Plans	1 2 3 4 5	1 2 3 4 5
Y	N	A-10 Conduct a Student Follow-Up Study	1 2 3 4 5	1 2 3 4 5
Y	N	A-11 Evaluate Your Technical/Vocational Program	1 2 3 4 5	1 2 3 4 5
Y	N	A-12 Plan to Implement Competency-Based Instruction	1 2 3 4 5	1 2 3 4 5
Y	N	A-13 Plan for the Integration of Basic Skills with Occupational Instruction	1 2 3 4 5	1 2 3 4 5
Y	N	A-14 Plan and Implement 2+2 (+2) Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-15 Implement Local Board and Administration Policies	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF POSTSECONDARY TECHNICAL/VOCATIONAL INSTRUCTORS
HEALTH OCCUPATIONS PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency (Low 1 2 3 4 5 High)	Desired level of competency (Low 1 2 3 4 5 High)
		Category B: Instructional Planning		
Y	N	B-1 Determine Needs and Interests of Students	1 2 3 4 5	1 2 3 4 5
Y	N	B-2 Develop Student Performance Objectives	1 2 3 4 5	1 2 3 4 5
Y	N	B-3 Develop a Unit of Instruction	1 2 3 4 5	1 2 3 4 5
Y	N	B-4 Develop a Lesson Plan	1 2 3 4 5	1 2 3 4 5
Y	N	B-5 Select Student Instructional Materials	1 2 3 4 5	1 2 3 4 5
Y	N	B-6 Prepare Teacher-Made Instructional Materials	1 2 3 4 5	1 2 3 4 5
Y	N	B-7 Prepare Materials for Integrating Basic Skills Into Occupational Instruction	1 2 3 4 5	1 2 3 4 5
		Category C: Instructional Execution		
Y	N	C-1 Direct Field Trips	1 2 3 4 5	1 2 3 4 5
Y	N	C-2 Conduct Group Discussions, Panel Discussions, and Symposiums	1 2 3 4 5	1 2 3 4 5
Y	N	C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques	1 2 3 4 5	1 2 3 4 5
Y	N	C-4 Direct Students in Instructing Other Students	1 2 3 4 5	1 2 3 4 5
Y	N	C-5 Employ Simulation Techniques	1 2 3 4 5	1 2 3 4 5
Y	N	C-6 Guide Student Study	1 2 3 4 5	1 2 3 4 5
Y	N	C-7 Direct Student Laboratory Experience	1 2 3 4 5	1 2 3 4 5
Y	N	C-8 Direct Students in Applying Problem-Solving Techniques	1 2 3 4 5	1 2 3 4 5
Y	N	C-9 Employ the Project Method	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF POSTSECONDARY TECHNICAL/VOCATIONAL INSTRUCTORS
HEALTH OCCUPATIONS PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency (Low 1 2 3 4 5 High)	Desired level of competency (Low 1 2 3 4 5 High)
		Category C: Instructional Execution (continued)		
Y	N	C-10 Introduce a Lesson	1 2 3 4 5	1 2 3 4 5
Y	N	C-11 Summarize a Lesson	1 2 3 4 5	1 2 3 4 5
Y	N	C-12 Employ Oral Questioning Techniques	1 2 3 4 5	1 2 3 4 5
Y	N	C-13 Employ Reinforcement Techniques	1 2 3 4 5	1 2 3 4 5
Y	N	C-14 Provide Instruction for Slower and More Capable Learners	1 2 3 4 5	1 2 3 4 5
Y	N	C-15 Present an Illustrated Talk	1 2 3 4 5	1 2 3 4 5
Y	N	C-16 Demonstrate a Manipulative Skill	1 2 3 4 5	1 2 3 4 5
Y	N	C-17 Demonstrate a Concept or Principle	1 2 3 4 5	1 2 3 4 5
Y	N	C-18 Individualize Instruction	1 2 3 4 5	1 2 3 4 5
Y	N	C-19 Employ the Team Teaching Approach	1 2 3 4 5	1 2 3 4 5
Y	N	C-20 Use Subject Matter Experts to Present Information	1 2 3 4 5	1 2 3 4 5
Y	N	C-21 Prepare Bulletin Boards and Exhibits	1 2 3 4 5	1 2 3 4 5
Y	N	C-22 Present Information with Models, Real Objects, and Flannel Boards	1 2 3 4 5	1 2 3 4 5
Y	N	C-23 Present Information with Overhead and Opaque Materials	1 2 3 4 5	1 2 3 4 5
Y	N	C-24 Present Information with Filmstrips and Slides	1 2 3 4 5	1 2 3 4 5
Y	N	C-25 Present Information with Films	1 2 3 4 5	1 2 3 4 5
Y	N	C-26 Present Information with Audio Recording	1 2 3 4 5	1 2 3 4 5
Y	N	C-27 Present Information with Televised and Videotaped Materials	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF POSTSECONDARY TECHNICAL/VOCATIONAL INSTRUCTORS
HEALTH OCCUPATIONS PROGRAMS (continued)

Applicable		Task/Competency Statement	Present level of competency	Desired level of competency
Yes	No		Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
		Category C: Instructional Execution (continued)		
Y	N	C-28 Employ Programmed Instruction	1 2 3 4 5	1 2 3 4 5
Y	N	C-29 Present Information with the Chalkboard and Flip Chart	1 2 3 4 5	1 2 3 4 5
Y	N	C-30 Implement Competency-Based Instruction	1 2 3 4 5	1 2 3 4 5
		Category D: Instructional Evaluation		
Y	N	D-1 Establish Student Performance Criteria	1 2 3 4 5	1 2 3 4 5
Y	N	D-2 Assess Student Performance: Knowledge	1 2 3 4 5	1 2 3 4 5
Y	N	D-3 Assess Student Performance: Attitudes	1 2 3 4 5	1 2 3 4 5
Y	N	D-4 Assess Student Performance: Skills	1 2 3 4 5	1 2 3 4 5
Y	N	D-5 Determine Student Grades	1 2 3 4 5	1 2 3 4 5
Y	N	D-6 Assessment of Student's Mastery of Occupational Competencies	1 2 3 4 5	1 2 3 4 5
Y	N	D-7 Recommend Potential Staff to the Administration and Board	1 2 3 4 5	1 2 3 4 5
		Category E: Instructional Management		
Y	N	E-1 Project Instructional Resource Needs	1 2 3 4 5	1 2 3 4 5
Y	N	E-2 Manage Your Budgeting and Reporting Responsibilities	1 2 3 4 5	1 2 3 4 5
Y	N	E-3 Arrange for Improvement of Your Technical/Vocational Facilities	1 2 3 4 5	1 2 3 4 5
Y	N	E-4 Maintain a Filing System	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF POSTSECONDARY TECHNICAL/VOCATIONAL INSTRUCTORS
HEALTH OCCUPATIONS PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency (Low 1 2 3 4 5 High)	Desired level of competency (Low 1 2 3 4 5 High)
		Category E: Instructional Management (continued)		
Y	N	E-5 Provide for Student Safety	1 2 3 4 5	1 2 3 4 5
Y	N	E-6 Provide for the First Aid Needs of Students	1 2 3 4 5	1 2 3 4 5
Y	N	E-7 Assist Students in Developing Self-Discipline	1 2 3 4 5	1 2 3 4 5
Y	N	E-8 Organize the Technical/Vocational Laboratory	1 2 3 4 5	1 2 3 4 5
Y	N	E-9 Manage the Technical/Vocational Laboratory	1 2 3 4 5	1 2 3 4 5
Y	N	E-10 Maintain Student Competency Profiles	1 2 3 4 5	1 2 3 4 5
		Category F: Guidance		
Y	N	F-1 Gather Student Data Using Formal Data-Collection Techniques	1 2 3 4 5	1 2 3 4 5
Y	N	F-2 Gather Student Data Through Personal Contacts	1 2 3 4 5	1 2 3 4 5
Y	N	F-3 Use Conferences to Help Student Needs	1 2 3 4 5	1 2 3 4 5
Y	N	F-4 Provide Information on Educational and Career Opportunities	1 2 3 4 5	1 2 3 4 5
Y	N	F-5 Assist Students in Applying for Employment or Further Education	1 2 3 4 5	1 2 3 4 5
		Category G: School-Community Relations		
Y	N	G-1 Develop a School-Community Relations Plan for Your Technical/ Vocational Program	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF POSTSECONDARY TECHNICAL/VOCATIONAL INSTRUCTORS
HEALTH OCCUPATIONS PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Category G: School-Community Relations (continued)		
Y	N	G-2 Give Presentations to Promote Your Technical/Vocational Program	1 2 3 4 5	1 2 3 4 5
Y	N	G-3 Develop Brochures to Promote Your Technical/Vocational Program	1 2 3 4 5	1 2 3 4 5
Y	N	G-4 Prepare Displays to Promote Your technical/Vocational Program	1 2 3 4 5	1 2 3 4 5
Y	N	G-5 Prepare News Releases and Articles Concerning Your Technical/ Vocational Program	1 2 3 4 5	1 2 3 4 5
Y	N	G-6 Arrange for Television and Radio Presentations Concerning Your Technical/Vocational Program	1 2 3 4 5	1 2 3 4 5
Y	N	G-7 Conduct an Open House	1 2 3 4 5	1 2 3 4 5
Y	N	G-8 Work with Members of the Community	1 2 3 4 5	1 2 3 4 5
Y	N	G-9 Work with State and Local Educators	1 2 3 4 5	1 2 3 4 5
Y	N	G-10 Obtain Feedback about Your Technical/Vocational Program	1 2 3 4 5	1 2 3 4 5
		Category H: Facilities and Equipment Management		
Y	N	H-1 Develop a Personal Philosophy Concerning Student Technical/ Vocational Organization	1 2 3 4 5	1 2 3 4 5
Y	N	H-2 Establish a Student Technical/ Vocational Organization	1 2 3 4 5	1 2 3 4 5
Y	N	H-3 Prepare Student Technical/ Vocational Organization Members for Leadership Roles	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF POSTSECONDARY TECHNICAL/VOCATIONAL INSTRUCTORS
HEALTH OCCUPATIONS PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency (Low 1 2 3 4 5 High)	Desired level of competency (Low 1 2 3 4 5 High)
		Category H: Facilities and Equipment Management (continued)		
Y	N	H-4 Assist Student Technical/ Vocational Organization Members in Developing and Financing a Yearly Program of Activities	1 2 3 4 5	1 2 3 4 5
Y	N	H-5 Supervise Activities of the Student Technical/Vocational Organization	1 2 3 4 5	1 2 3 4 5
Y	N	H-6 Guide Participation in Student Technical/Vocational Organization Contests	1 2 3 4 5	1 2 3 4 5
		Category I: Professional Role and Development		
Y	N	I-1 Keep Up-to-Date Professional	1 2 3 4 5	1 2 3 4 5
Y	N	I-2 Serve Your Teaching Profession	1 2 3 4 5	1 2 3 4 5
Y	N	I-3 Develop an Active Personal Philosophy of Education	1 2 3 4 5	1 2 3 4 5
Y	N	I-4 Serve the School and Community	1 2 3 4 5	1 2 3 4 5
Y	N	I-5 Obtain a Suitable Teaching Position	1 2 3 4 5	1 2 3 4 5
Y	N	I-6 Provide Laboratory Experiences for Prospective Teaching	1 2 3 4 5	1 2 3 4 5
Y	N	I-7 Plan the Student Teaching Experience	1 2 3 4 5	1 2 3 4 5
Y	N	I-8 Supervise Student Teachers	1 2 3 4 5	1 2 3 4 5
		Category J: Coordination of Cooperative Education		
Y	N	J-1 Establish Guidelines for Your Cooperative Technical/Vocational Program	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF POSTSECONDARY TECHNICAL/VOCATIONAL INSTRUCTORS
HEALTH OCCUPATIONS PROGRAMS (continued)

Applicable		Task/Competency Statement	Present level of competency	Desired level of competency
Yes	No		Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
		Category J: Coordination of Cooperative Education (continued)		
Y	N	J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students	1 2 3 4 5	1 2 3 4 5
Y	N	J-3 Enroll Students in Your Co-Op Program	1 2 3 4 5	1 2 3 4 5
Y	N	J-4 Secure Training Stations for Your Co-op Program	1 2 3 4 5	1 2 3 4 5
Y	N	J-5 Place Co-op Students on the Job	1 2 3 4 5	1 2 3 4 5
Y	N	J-6 Develop the Training Ability of On-the-Job Instructors	1 2 3 4 5	1 2 3 4 5
Y	N	J-7 Coordinate On-the-Job Instruction	1 2 3 4 5	1 2 3 4 5
Y	N	J-8 Evaluate Co-Op Students' On-the-Job Performance	1 2 3 4 5	1 2 3 4 5
Y	N	J-9 Prepare for Students' Related Instruction	1 2 3 4 5	1 2 3 4 5
Y	N	J-10 Supervise an Employer-Employee Appreciation Event	1 2 3 4 5	1 2 3 4 5